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ABSTRACT

Intended for parents of handicapped children in Nevada, the handbook discusses basic education rights under state and federal law. Sections delineate problem solving steps for parents to take when their children either need special education services and are not receiving them or who are in unsatisfactory special education placements. Considered are the following topics: notice and consent, identification, evaluation and reevaluation, individualized education programs, least restrictive environment, educational records, impartial due process hearings, and additional rights and concerns. A final section lists eight tips, including the importance of keeping good records. Names and addresses of contact persons in 17 Nevada counties are supplied. (CL)

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A HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN

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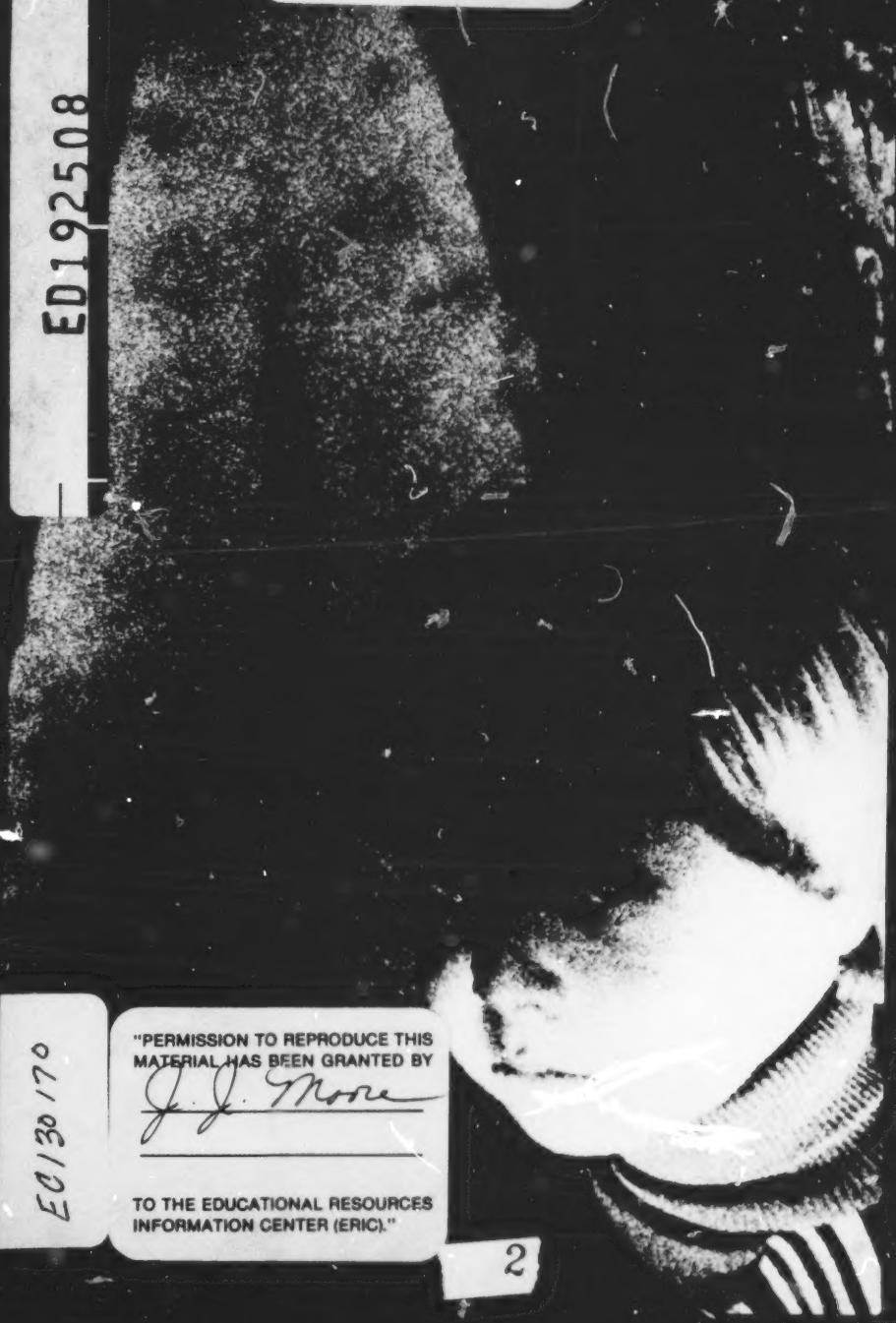

FOREWORD

This handbook was developed at the request of, and by and for parents of children with special education needs. The initial request was from parent organization leaders who identified a need for information they could use to assist them in their interactions with the public school system in light of recent federal legislation. The original information was gathered from parents and put into draft form by Marjory Becker, president of the Southern Nevada Association for the Handicapped. Her work was then reviewed by Gloria Dopf and Vicki Dekoekkoek of the Nevada Department of Education for consistency with state and federal laws and regulations. Jean Moore of the Southwest Regional Resource Center assisted in the final editing and production.

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U. S. Department of Health, Education and Welfare
Office of Education

Bureau of Education for the Handicapped

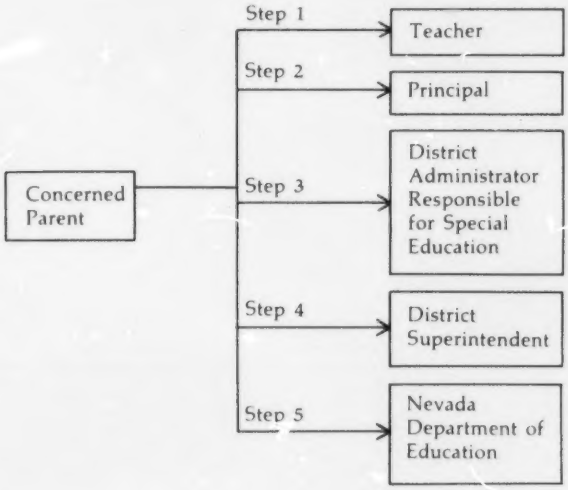
INTRODUCTION

Children are eligible for special education services in Nevada if they are aurally handicapped, visually handicapped, physically handicapped, speech handicapped, mentally handicapped, educationally handicapped (including appropriate subemphasis when related to emotional disturbance), multiply handicapped (including appropriate subemphasis for each of the handicapping conditions), or have learning disabilities. Their right to a free appropriate education is guaranteed by Nevada state law and by Public Law (PL) 94-142, the federal law known as "The Education for All Handicapped Children Act."

Understanding that each child has basic education rights, guaranteed by law, is the first step in assuring that the rights are being granted. It is important for parents to be able to recognize situations in which their own or their child's rights are being denied and to know what steps to take to correct those situations.

This is a "How to..." booklet for parents of children who either need special education services and are not receiving them, or who are in special education programs which are not satisfactory. It delineates the specific problem-solving steps to take, one at a time. Hopefully, Step 1 will be successful. If not, proceed to Step 2, Step 3, etc.

The following chart indicates the contact people and the order in which they usually would be contacted for assistance.



NOTICE AND CONSENT

Prior notice to parents in "language understandable to the general public" and in the native language of the parents is required whenever the school **proposes** to initiate or change or **refuses** to initiate or change the following:

1. The identification of the child.
2. The evaluation of the child.
3. The placement of the child in special education.

Notice must be provided to parents:

1. Before any periodic review that might result in a change in the child's placement.
2. Before every IEP meeting.

Signed parental consent is required before:

1. The initial evaluation of the child.
2. The initial placement of the child in special education.
3. The release of records to unauthorized persons.

Parental consent is **not** required for the following:

1. District-wide screening that involves all students.
2. Observation.
3. Reevaluation.

Problem-Solving Steps

Failure by the school to observe prior notice or parental consent rights should be reported in writing to the district administrator responsible for special education. If not resolved at that level, a letter should be sent to the district superintendent with a copy to the Nevada Department of Education.

IDENTIFICATION

The identification of children who may need special education services in order to fully benefit from their educational opportunities is a school district responsibility. If, for any reason, you believe that your child needs special help, request a complete evaluation to determine your child's intellectual, educational, physical, social and emotional development.

The following are examples of problems which may arise. If you are experiencing one of these or a

similar problem, the sequence of steps that follows should lead to a resolution.

Examples

1. Your child not only seems bright, he* is bright, but his reading (or arithmetic, or spelling) level is far below his other levels of performance.
2. Your child has serious problems in social situations with other children and adults, and you get a steady stream of complaints about his disruptive behavior at school.
3. Your kindergartener has a serious speech problem, but you are told that speech therapy cannot be provided until he is in the third grade.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Discuss the problem with the classroom teacher and the school principal. They may suggest that the school district evaluate your child with your permission.
2. Send a written request for a complete evaluation of your child to the district administrator responsible for special education.
3. If additional action is necessary, contact the district superintendent.
4. If the problem still is not resolved by these steps, you may request a due process hearing.

EVALUATION AND REEVALUATION

School districts are responsible for evaluating children who may be eligible for special education services. Evaluations must be conducted by a team. All areas of a child's development should be assessed: physical, intellectual, educational, emotional

*Note: "He," "him" and "his" are used throughout this handbook in referring to the handicapped student. This usage is not meant to imply that only males are handicapped, but is used to refer to both boys and girls, thus avoiding the distracting use of she/he, s/he, her/him, hers/his, or similar combinations. The teacher is referred to in the feminine gender.

and social. Tests must not be biased in any way. Parent observations should be included and strengths, as well as problem areas, should be noted in the evaluation. Each child receiving special education must be completely reevaluated at least every three years.

Examples

1. You believe your child shows symptoms of an emotional disturbance and needs special education. The school district evaluated him, but found that his problems are only behavioral.
2. You feel your severely handicapped child could benefit from speech therapy. The school district indicates that your child will not benefit from the speech/language therapy program.
3. You suspect an undiagnosed learning disability because your sixth grader is having difficulty learning multiplication tables, although he does well in other subjects.
4. You believe that previous testing has not accurately measured your child's abilities. For example, your child speaks Spanish at home, and the test was administered in English.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Request a meeting with the principal to discuss your concerns.
2. Send a written request for a complete evaluation of your child to the district administrator responsible for special education.
3. If you are not satisfied with the evaluation, you may request an independent educational evaluation by writing to the district administrator responsible for special education.

   It is important for you to understand that if you obtain an independent educational evaluation, the school district may initiate an impartial due process hearing to prove that its evaluation is appropriate. Should the hearing officer find that the school's evaluation was appropriate, the district will not be required to pay for the independent evaluation.

   Information from an independent evaluation,

whether or not the school district pays for it, must be placed in your child's records and considered by the district when making educational decisions regarding your child.

4. If additional action is necessary, contact the district superintendent.
5. If the problem is still not resolved by these steps, you may request a due process hearing.

INDIVIDUALIZED EDUCATION PROGRAMS

A child cannot be placed in a special education program or receive special education services while in a regular classroom until he has a written Individualized Education Program (IEP). IEPs must be reviewed at least once a year. The opportunity to participate directly in the development of this IEP, as well as in the annual review process, is a legal parental right. However, you, as a parent, must assume some responsibilities along with this right because you have knowledge of your child that educators do not have and know the goals for your child that are most important to you. It is your responsibility to attend IEP conferences and to share your information with the school district representatives. Your participation is critical in assuring that the IEP truly meets the needs of your child.

Every IEP must contain the following information:

- Present levels of educational performance
- Annual goals
- Short-term objectives
- Specific special education and related services to be provided
- Methods of and timelines for evaluating progress
- Date the services are to begin and the anticipated duration of services
- Percentage of time the child will be educated in the regular classroom.

The IEP planning conference must include the child's teacher and a person qualified to provide or supervise the provision of special education. For a child who has been evaluated for the first time, a member of the evaluation team or another professional who can interpret the test results must be present. Other persons involved with the education or provision of related services, e.g., therapists, may be present if the school district or you request their presence. You

may bring other persons to the meeting to assist you, and your child should participate, when appropriate.

The types of information included in present levels of educational performance could include the following:

- Self-help skills (personal maintenance)
- Academic skills (reading, math, etc.)
- Social behavior (how the child gets along with others, etc.)
- Physical skills (coordination, running, etc.)

The short-term objectives should be specific steps your child is expected to make which would lead to achieving the annual goals in each area.

The specific related services* such as speech therapy or physical therapy must be clearly stated, including the duration of services.

The methods of and timelines for evaluating programs should be stated clearly.

The IEP should be developed during the planning conference with your participation and not simply handed to you for your signature. It should not be completed by the district prior to the conference.

Parents should ask questions and seek explanations and clarifications before signing the IEP.

At the conclusion of the conference, you, along with other participants, will be asked to sign the IEP. If you disagree with part or all of the IEP, you may so indicate in writing on the IEP before you sign. (Your signature is not required for the IEP, but you *must* sign for placement of your child in a special education program.)

The teacher and the school district are held accountable only for providing the services described in the IEP, and it should be understood that no one can guarantee the child will reach the stated objectives.

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*According to PL 94-142, related services mea is transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education. These services might include: 1) speech pathology, 2) audiology, 3) psychological services, 4) physical and occupational therapy, 5) recreation, 6) early identification and assessment of disabilities, 7) counseling services, 8) medical services for diagnostic or evaluation purposes, 9) school health services, 10) social work services in school, and, 11) parent counseling and training. PL 94-142 regulations state that "The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy)..." Related services must be needed to help the child benefit from special education.

You may request a copy of the IEP. You may also request an IEP meeting to review or revise your child's IEP at any time you feel your child is not progressing as he should to meet the goals of the IEP.

PL 94-142 guarantees a free appropriate education for school-aged handicapped children. An appropriate education is special education and related services as needed to assist the student to benefit from special education. Such services must be determined by the needs of the student, not by the availability of services. Waiting lists for services are not permitted.

Examples

1. At the IEP conference you are handed a previously prepared IEP containing annual goals.
2. The teacher indicates that she will send you a copy of the short-term goals when she prepares them at a later date.
3. There is no representative of the school administration at the meeting.
4. You have a doctor's recommendation that your cerebral palsied child should have daily 15-minute physical therapy sessions. You are told that the physical therapist's caseload is high and that your child will receive physical therapy for 30 minutes once a week.
5. Your child is mainstreamed and is failing one of his regular classes. The teacher says that she does not have the time to give your child individual attention at the expense of the larger group of other children.
6. A particular goal for your child is very important to you. For instance, you want the teacher to follow-up on your efforts to teach your child to use a spoon. She, however, states that finger-feeding is her goal for the group of children.
7. You want your child to join regular classes for art and music, his only real opportunity to associate with the other children. The teacher says that there would be too many problems adapting the programs to your child's needs. He will have art class, but no music, in the resource room.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Request that your child's IEP, including short-term objectives, be prepared during the IEP meeting which includes a representative of the school administration.
2. Participate in the IEP meeting to assure that your goals are considered in developing the IEP and that related services, participation in regular classes, etc. are specified in the IEP.
3. Meet with the teacher to discuss concerns.
4. Write to the school principal and ask for a revision of the IEP if goals are not being met, services are not being provided as agreed upon, or if you are dissatisfied with your child's program.
5. Write to the local administrator responsible for special education and ask for a conference to discuss problems and differences.
6. If additional action is necessary, contact the district superintendent.
7. If the problem is still not resolved by these steps, you may request a due process hearing.

If you have any concerns about the proceedings of the IEP conference, forward them in writing to the district administrator responsible for special education and the district superintendent. If the problem is not resolved by these steps, you may contact the Nevada Department of Education in writing.

LEAST RESTRICTIVE ENVIRONMENT

The "least restrictive environment" for a child may or may not be a "mainstream" program. To the extent necessary to implement the IEPs of all handicapped children in a school district, and to fulfill the least restrictive environment requirement of the law, each district must offer a continuum of alternative placements, as appropriate, including:

- The regular classroom
- The regular classroom with itinerant instruction (supplemental aids and services)
- The regular classroom for all appropriate academic and nonacademic programs and the resource room for the remainder of the activities
- A full-time special class at the neighborhood school
- Assignment to a special school as close to the child's home as possible

- Educational services provided in a nonschool setting, such as home, hospital or institution

To the maximum extent appropriate, handicapped children should be educated with nonhandicapped children. Unless your child's IEP calls for some other arrangement, the child should attend the school he would attend if not handicapped. You must give signed consent for placement of your child in a special education program. Either you or the district can initiate an impartial due process hearing to resolve a placement conflict.

Examples

1. You have a child with spina bifida who is in a special school because he does not have bladder control. You believe that your child should be enrolled in and could attend a regular school program, if the school district would assign someone to help him change his disposable diapers.
2. You do not believe your child is ready to compete at any level with normal children and that a part-time placement in a regular class and part-time in the resource room would fail. You would like him to be placed full-time in a special class.
3. You want the district to pay for your child's program in a private school, but the district says it can provide an appropriate program in your local school.
4. Your orthopedically handicapped child cannot attend a regular high school because of architectural barriers.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Talk with your child's teacher.
2. Meet with the principal to discuss your concerns.
3. Send a letter to the district administrator responsible for special education, stating the problem and your request.
4. If additional action is necessary, contact the district superintendent.
5. If the problem is still not resolved, you may request a due process hearing.
6. In the fourth sample problem above (denial of

rights due to architectural barriers which prevent participation in a program), write to the district superintendent with a carbon copy to the Nevada Department of Education.

EDUCATIONAL RECORDS

Schools must permit parents to inspect and review all educational records relating to their child. Upon request, the school must also provide a list of the types and locations of educational records collected or used by the school district. If you request the opportunity to review your child's records, the school must arrange for you to inspect them without unnecessary delay, and in no event can the school representative ask you to wait more than 45 days. You must be given the opportunity to look at your child's educational records, if you so request, before any IEP conference or before an impartial due process hearing. The school must also provide someone to interpret or explain any information in the records that you do not understand. You may request that the school district provide copies of the records for you if failure to provide such copies would prevent you from inspecting the records.

If you find information in your child's file which you think is false or misleading, you may request that it be deleted. If the school feels the information should remain in the file, you may request a hearing to amend the record. (This procedure may not be the same as an impartial due process hearing because it could be heard by an official of the school district.) If the decision from the hearing is that the information should remain in your child's records, you may submit a statement explaining your position in the matter, and your statement will become an official part of your child's educational records.

The schools must provide parents the opportunity to review their own child's records; at the same time, the school must protect the confidentiality of those records from persons who are not authorized to see them. You must give signed permission for anyone not authorized by law to see your child's records. When an education record contains information on more than one child (such as in a roll book, on a computer printout, etc.), you may see only that portion relating to your child. This protects the confidentiality of information about the other children listed on the same record.

Examples

1. You feel the school has not responded to your requests to see your child's educational

records.

2. When you go to the school to review the records, you are told that some of the records are kept at the district office, and they are strictly confidential.
3. When you review your child's educational records, you realize that certain test results are not included in his file.
4. You request a copy of certain records, for example, to give to your child's doctor. The school representative asks you to sign a release form, and states that he cannot give the records directly to you, but will mail them to the doctor.
5. You find information in your child's file which you think is incorrect and misleading—for example, a teacher's opinion of why your child misbehaves in school—and you request that the information be removed from the record. The school feels that the teacher's report should remain in the file.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Call the school and request a meeting to review your child's educational records with someone who is knowledgeable about the records. You may wish to follow this communication with a written correspondence to the school. If so, date the letter and keep a carbon copy.
2. Meet with the principal to discuss concerns you have about any of the procedures or about the contents of your child's file.
3. If an appointment is not made within the 45-day time limit, or if you have a concern with the contents of the records, communicate in writing with the district administration and/or file a complaint with the Nevada Department of Education.
4. If you are challenging the accuracy of information in your child's records, write to the district superintendent and request a hearing to amend the records.
5. If the decision from the hearing is that the information should remain in your child's

file, write a concise statement about why you think the information is inaccurate or misleading. Submit it to the school for inclusion in your child's education records.

IMPARTIAL DUE PROCESS HEARING

The right of parents or school districts to request an impartial due process hearing is an important guarantee in state and federal laws. Conflicts about your child's education which cannot be resolved in any other way may be settled through a due process hearing. Either the parents or the school district may request a due process hearing when there is disagreement about the *proposal* to initiate or change, or the *refusal* to initiate or change, the identification of the child as handicapped, the evaluation or assessment of the child, the placement of the child in special education, or the provision of a free appropriate public education.

In essence, do you and the school disagree about whether or not your child is handicapped? Do you disagree about the evaluation or assessment of your child in some way? Perhaps you think the assessment was not complete, or that it was not performed by the appropriate people. Do you disagree about the special education placement of your child? Do you disagree about the services being provided? Do you think they are inappropriate or that not all services needed are being provided? These are the types of complaints that may be solved through an impartial due process hearing.

You, as the parent of a handicapped child, are guaranteed the opportunity to have an impartial hearing officer hear both sides of the disagreement between you and the school district over the matters outlined above. Within 45 days after the district receives your written request for a hearing, the hearing must be conducted and a decision rendered by the hearing officer. Should either you or the district wish to appeal the hearing officer's decision, the case will go to the State Board of Education for an administrative review. Should either you or the district disagree with the State's findings, you may take action in civil court.

During the due process hearing, both the parents and the school may present evidence (written and through the testimony of witnesses) and either party may question the witnesses. Parents can request that the child attend the hearing and that the hearing be open to the public (otherwise the hearing will be closed).

While parents are guaranteed the right to an impartial due process hearing, other approaches should not be ignored. For example, the Nevada Department of Education will try to help mediate a problem. Sometimes impartial due process hearings are held before the school personnel and the parents have really communicated about the disagreement. Mediation or other steps cannot be demanded prior to a hearing, but, as a parent, you should be aware of other problem-solving approaches that may lead to settlement of the disagreement between you and the school. You may not know what alternatives are available; you may not know for sure what kinds of services would be best; you may be unclear about the school's approach to serving your child. Your primary interest, however, is an appropriate education for your handicapped child. If you are unable to reach agreement with the school, an impartial due process hearing provides an important guarantee—for both parents and the schools—that handicapped children will receive a free, appropriate, public education.

Other examples of problems that may lead to a hearing are included in the sections on identification, evaluation, individualized education program, and least restrictive environment.

Examples

1. You do not believe that the school is providing an appropriate program for your child. Your request that the local school district pay the costs of private school placement has been denied.
2. You feel that an appropriate vocational education program is not available for your teenager.
3. You believe that your child needs an adapted physical education program, but the school district does not have such a program and refuses to provide one.
4. Your child needs a 24-hour structured program. You have requested placement in an out-of-state facility, but the district has denied your request.
5. Your child's name is on a waiting list for special education or related services.
6. The school district states that it does not have the funds to provide a needed therapy, educational program, related service, etc.
7. You disagree with the district's decision on the least restrictive environment for your child.

Problem-Solving Steps

If you are experiencing one of the above or a similar problem, the sequence of steps that follows should lead to a resolution. Step 1 may solve the problem and further action would not be necessary. Skipping a step may lead to unnecessary complications in reaching a solution.

1. Meet with the teacher and principal to discuss your concerns.
2. Write to the district administrator stating the nature of your complaint and request a meeting to discuss possible solutions.
3. Write to the local district superintendent and request a due process hearing as guaranteed by law. State the exact reason for the request, and send a copy to the State Superintendent of Public Instruction.
    a. Request the school district to provide you a list of free or low-cost legal and other relevant services. Choose an attorney or a child advocate knowledgeable about the law to represent you. (The school district must pay the hearing costs, but you are responsible for the costs of your attorney and witnesses.)
    b. Select the hearing officer from a list of qualified persons prepared by the Nevada Department of Education. It is to your advantage to learn about the people whose names are on the list.
    c. Prepare a list of witnesses for your case and collect any records which may be helpful. Be prepared to exchange with the school district the witness lists and any written material to be introduced at the hearing five days before the hearing date.
    d. Decide whether or not you wish to open the hearing to the public and inform the the hearing officer of your decision.
    e. Decide whether or not you wish to have your child present during the hearing.
    f. A verbatim electronic (tape recorded) or written record of the hearing will be provided to you by the district, upon request.
4. If you do not agree with the hearing officer's decision, you may request a review by the State Board of Education by writing to the State Superintendent of Public Instruction within 15 days of your receipt of the decision. The review must take place within 30 days of receipt of your request. (The school

district may also request such a review.)

5. If you are dissatisfied with the State review, you may take the case to civil court. (This option is also available to the school district.)

ADDITIONAL RIGHTS, CONCERNS

Local school districts and the Nevada Department of Education must assure that the rights of handicapped children and their parents are protected in their programs or in any program to which they refer a child.

Parents should be aware of the rights of their children to protection from harm. Examples of situations in which problems may occur are:

1. Grouping aggressive children with low functioning mentally retarded children.
2. The use of behavior management techniques such as "time out" or "overcorrection" by untrained staff or without their use specifically being included in the child's IEP.
3. The use of chemical restraints or medication as punishments, as substitutes for a habilitation plan, or in doses that interfere with services, treatment, or habilitation.
4. Work programs in which handicapped persons receive no compensation for work benefiting the agency.
5. The use of corporal (physical) punishment.
6. Scheduling of transportation routes without regard to time spent by children on buses.

TIPS

1. If your child exhibits any one or a combination of the behaviors listed below, over a period of time, you may want to seek special help through the local school district.
   - ____ Short attention span
   - ____ Variability of moods
   - ____ Inability to get along with peers or teachers
   - ____ Erratic performance within a subject area
   - ____ Experiences difficulty following verbal and/or written directions
   - ____ Is frequently truant
   - ____ Squints when reading from the black-

board
_____ Slurring of speech
_____ Fails to respond to the normal level of speech
_____ Experiences difficulty completing classroom assignments
_____ Rubs and blinks eyes frequently
_____ Frequently complains of physical or medical problems
_____ Appears to forget simple concepts from one day to the next
_____ Appears to be more clumsy than peers
_____ Overreacts emotionally to minor incidents
_____ Puts in a real effort but fails to pass tests
_____ Poor handwriting
_____ Difficulty with spelling
_____ Thoughts expressed in written work are incomplete
_____ Has to be doing something all the time like tapping fingers or feet, grimacing, etc.
_____ Reads at a lower level than most students at his/her level

2. Keep good records. Keep a notebook for entering names, addresses, phone numbers, dates of visits, persons present during the visits, and a record of the conversations. Record the questions you asked and the answers you received, as well as any recommendations made. Also, record phone calls, including dates, purposes, and results. Keep a copy of all written correspondence.
3. Always ask that medical terms, educational terms, and test results be explained in language that you understand.
4. Ask an advocate or another parent who is knowledgeable about the law to attend critical meetings with you.
5. Be well informed about your child and his educational needs, and learn as much as you can about State laws and regulations and about PL 94-142.
6. Join with other parents because there is strength in numbers. They can share information with you.
7. Do not settle for inappropriate education programs or services for your child.
8. The Development Disabilities Advocate's Office is an excellent resource for help and advice on problems of the handicapped.

NAMES AND ADDRESSES OF CONTACT PEOPLE

County School Districts

Carson City
P.O. Box 603
Carson City, Nevada 89701
Dr. Clifford Lawrence, Superintendent (885-6310)
Mr. Don Jenny, Director of Curriculum and Instruction (885-6394)
Mrs. Ruth Aberasturi, Supervisor, Special Education Programs (885-6333)

Churchill County
545 East Richards Street
Fallon, Nevada 89406
Mr. Elmo Dericco, Superintendent (423-5184)
Mr. William P. Hammer, Director of Special Services (423-5187)

Clark County
2832 East Flamingo Road
Las Vegas, Nevada 89121
Dr. Claude Perkins, Superintendent (736-5310)
Dr. James Pughsley, Associate Superintendent (736-5479)
Mr. Ben Cowan, Deputy Associate Superintendent, Special Student Services/ Administration (736-5471)

Douglas County
P.O. Box 157
Gardnerville, Nevada 89410
Dr. F. Gregory Betts, Superintendent (782-5131)
Mr. John Dorf, Director of Special Services (782-5131)

Elko County
P.O. Box 1012
Elko, Nevada 89801
Mr. Roy Smith, Superintendent (738-5196)
Mr. Paul Billings, Director of Federal Projects and Research (738-5196)

Esmeralda County
P.O. Box 546
Goldfield, Nevada 89013
Mr. Preston Price, Superintendent (485-6382)

Eureka County
P.O. Box 249
Eureka, Nevada 89316
Mr. Frederick Jackson, Superintendent (237-5373)

Humboldt County
P.O. Box 1070
Winnemucca, Nevada 89445
Mr. Robert Scott, Superintendent (623-2027)
Mr. Bill Clark, School Psychologist

Lander County
P.O. Box 273
Battle Mountain, Nevada 89820
Mr. Leon Hensley, Superintendent (635-2886)
Mr. Carl Hastings, Principal, Mary S. Black Elementary (635-2889)

Lincoln County
P.O. Box 118
Panaca, Nevada 89042
Dr. Neldon Mathews, Superintendent (728-4471)

Lyon County
P.O. Box GG
Yerington, Nevada 89447
Mr. Tod Carlini, Superintendent (883-6240)
Mr. Ron Nagel, Director of Special Services
Mr. James L. Kirk, School Psychologist

Mineral County
P.O. Box 1547
Hawthorne, Nevada 89415
Mr. Arlo Funk, Superintendent (945-2403)
Mr. Wallace Peterson, Coordinator of Special Services (945-2403)

Nye County
P.O. Box 113
Tonopah, Nevada 89049
Mr. Joaquin Johnson, Superintendent (482-6258)

Pershing County
P.O. Box 389
Lovelock, Nevada 89419
Mr. James Kiley, Superintendent (273-2819)

Storey County
P.O. Box C
Virginia City, Nevada 89440
Dr. Newsom B. Maples, Superintendent (847-0600)

Washoe County
425 East 9th Street
Reno, Nevada 89502
Dr. Marvin Picollo, Superintendent (322-7041)
Mr. Gerald Myers, Director of Special Education Services (322-7041)

White Pine County
P.O. Box 400
East Ely, Nevada 89315
Mr. Russell McOmber, Superintendent (289-4851)
Mr. Allen Rushton, Assistant Superintendent

Nevada Department of Education
400 West King Street
Carson City, Nevada 89710
Mr. Ted Sanders, Superintendent of Public Instruction
Mr. Frank South, Director, Division of Special Education
Phone: 885-5700 or 1-800-992-0900, Extension 5700

Developmental Disabilities Advocate's Office
940 Matley Lane, Suite 6
Reno, Nevada 89502
Ms. Holli Elder, Advocate
Phone: 1-800-992-5715

University of Nevada, Las Vegas
4505 South Maryland Parkway
Las Vegas, Nevada 89154
Dr. James Kelly, Chairman, Special Education Department
Phone: 739-3205

University of Nevada, Reno
Reno, Nevada 89507
Dr. Jack Havertape, Chairman, Special Education Department
Phone: 784-4915

U.S. Office for Civil Rights
100 Van Ness Avenue, 14th Floor
San Francisco, California 94102
Phone: 1-415-556-8586

Law Center for the Disabled
P.O. Box 1608
Reno, Nevada 89505
Phone: 329-1511

County Legal Aid Services